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ABSTRACT

The curriculum for Manitoba's heritage language instruction program in Filipino outlines the curriculum's rationale and design and suggests techniques and materials for carrying out instruction. Introductory sections discuss general program goals, general and specific objectives for each language skill area (listening, speaking, reading, writing, and cultural knowledge), suggested time allotments, and oral and written evaluation methods for grades 1-6 and 7-12. Subsequent sections outline in greater detail the curricula for these grade groupings, including content objectives, skill objectives for each grade level, and topics that should be covered. A sample unit scope and sequence is provided. The upper-level curriculum contains more specific information on curriculum content. Two final sections offer suggested approaches and materials for the teaching of culture and a list of recommended texts and support materials. (MSE)

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Manitoba Education

1988

filipino

grades 1–12

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RATIONALE

Language is generally regarded as the "soul" of a culture because it reflects its subtleties and nuances. It is the tool through which people express their needs, beliefs, values and ideals; hence, it is the means by which culture is both defined and preserved.

Language expands the mind. Students who have a knowledge of a second language are able to share with other speakers of that language the code that unlocks both the communication and cultural networks. For students of the Filipino language, study provides access to the richness of Filipino culture and an insight into how native speakers of the language interpret and respond to the world. It provides opportunities as well to rediscover their cultural roots, to develop pride in their origins, and to maintain healthy relationships with members of their home, school and community environments.

The heritage language program in Filipino has been designed to provide these opportunities to students and, at the same time, to aid in the transmission and preservation of Philippine culture. Because of the important contribution of the Filipino community to the development of Canada's multi-cultural society, the program is open to all students regardless of their ethnic origin.

For the purposes of this guide, Filipino is defined as the national language of the Republic of the Philippines. It is based on Tagalog (one of the major dialects in the Philippines) but is enriched by contributions from foreign languages (English, Spanish and Chinese) and other dialects in the Philippines (Ilokano, Pampango, Pangasinan, Bikol, Bisaya, and Chabacano). Filipino also refers to the people of the Philippines if used when speaking or writing in the national language.

This curriculum guide is intended for school administrators, and teachers who will be teaching Filipino language classes. It provides background information on the language and details the various skills needed in order to communicate in Filipino. It is addressed to the overall student population, both in the core program and the supplementary language classes.

GENERAL GOALS

The goal of this program is to develop language skills which include listening, speaking, reading and writing in the new language. The learner will be provided with positive language learning experiences through which he/she can acquire basic and advanced Filipino language skills. The program also will enable the learner to study Philippine culture, be able to identify with it and compare it with others.

GENERAL OBJECTIVES

1. <u>Listening and Understanding</u>

   To develop good listening skills and habits.

2. Speaking

To be able to express basic thoughts, feelings and needs of oneself and others orally.

3. Reading

To be able to read, interpret and appreciate written materials.

4. Writing

To acquire competence in expressing experiences, thoughts and feelings with clarity and sensitivity.

5. Cultural Component

To develop continued awareness and appreciation of and pride in Filipino values, customs and traditions.

SPECIFIC OBJECTIVES

1. Listening and Understanding

The student should demonstrate an understanding of the vocabulary he or she hears in spoken form on topics encountered in the course. He or she should be able to use the context of speech to determine the meaning of new words. The student should exhibit an appreciation and enjoyment of Philippine music, poetry and other literary arts.

2. Speaking

The student should be able to speak in simple sentences on everyday situations without any serious/major errors at his or her level of development.

The student should be able to acquire a fundamental knowledge of the Filipino language within the scope of the program: its phonology, grammar, idioms and basic sentence structure.

The student should be able to initiate and respond with confidence to conversations in Filipino using various forms of oral communication.

3. Reading

The student should be able to read written texts without serious errors in pronunciation and with reasonable comprehension and understanding.

The student should be able to develop both the ability and desire to read for a variety of purposes.

The student should be able to ask questions about the text and be able to answer questions related to the reading selection.

4. Writing

The student should be able to write with correct spelling, punctuation and capitalization at his or her own level of development within the scope of the program.

The student should acquire the ability to write for a variety of purposes, e.g., writing for creative expression and for practical purposes.

5. Cultural Component

The student should exhibit pride and willingness to participate in various Filipino activities when these arise.

The student should have the ability to express, in various ways, knowledge of the different aspects of Philippine culture.

The students should be able to differentiate Philippine language and culture in order to appreciate other peoples' cultures.

TIME ALLOTMENT

Instruction in Filipino should be conducted for up to 40 minutes per day for a total of 240 minutes per six-day cycle for grades 1-6. In grades 7-9, instruction time will be 8 percent of the total school time. Grades 10-12 will receive instruction time that is equivalent to 12 percent of the total school time.

EVALUATION

Grades 1-6

Evaluation will either be oral or a combination of both oral and written work. Oral evaluation will be done for grades 1-3, while grades 4-6 will be given both oral and written evaluation.

Oral evaluation could consist of the following:

- verbal identification of concepts (pictures) learned;
- verbal response to oral questions based on units studied and learned;
- oral reading of selected reading materials - story passages and word checklists;
- verbal response to conversation.

Written evaluation could consist of paper and pencil test, wherein the students demonstrate the ability to:

- answer fill-in-the-blanks, matching type, and questions requiring sentence answers, written dictations. Words, sentences and short paragraphs may also be given.

Grades 7-12

The four language skills must continue to be evaluated. The following are suggested as guidelines:

Oracy

Listening and Speaking - 60% of the total mark in grade 7 and decreases gradually to 30% of the total mark in grade 12

Literacy

Reading - 20% of the total mark in grade 7, increases to 30% of the total mark in grade 12

Writing - 20% of the total mark in grade 7, increases to 40% of the total mark in grade 12

CURRICULUM FOR GRADES 1-6

Content Objectives

The teacher is given the flexibility to determine the content of study which would best suit the students' interests and ability levels while taking into consideration both the skill objectives outlined for each grade level and the availability of materials.

Skill Objectives

Grade 1

At the grade 1 level, the students should be able to ask and answer simple questions relating to personal information, getting along, parts of the body, health habits, clothing, seasons and other topics.

Grade 2

At the grade 2 level, the students should be able to communicate orally and in written form using simple sentences. They also should be able to read simple words and sentences relating to the topics listed in the curriculum.

NOTE: Review topics taken in the previous grade.

Grade 3

At the grade 3 level, the students should be able to communicate orally and in written form using complex sentences (using pronouns, adjectives and adverbs) and simple paragraphs relating to the curriculum topics.

NOTE: Review topics taken in the previous grade.

Grade 4

At the grade 4 level, the students should be able to communicate orally using longer and more complex sentences (using correct tenses of verbs, pronouns, adjectives and adverbs). They should also be able to write longer paragraphs and simple stories regarding the topics. As well, they are expected to be able to read and appreciate different literary forms.

NOTE: Review topics taken in the previous grade.

Grades 5 & 6

At these grade levels, the students should be able to communicate orally and in written form using the following literary forms: simple notes, memos, short essays and autobiographical sketches. They should be able to read, comprehend and appreciate the various literary materials.

NOTE: Review topics taken in the previous grade.

Topics

During the course of study from grades 1-6 the students should cover the following topic:

Unit I - Me

Personal Information
Parts of the Body
Health Habits
Clothing
Getting Along

Unit II - Home and Family

Types of Homes
Family Structure
Roles and Responsibilities of Family Members
Parts of a House
Rooms of the House
Family Activities

Unit III - Community

Neighbours
Schools
Church
Hospitals
Zoos
Parks and Recreational Facilities
Fire Hall
Post Office
Shopping Centres
Government
Other Ethnic Communities

Unit IV - Seasons

Four Seasons
Holidays
Special Events (Community Events, Multicultural Events)

Unit V - Plants and Animals

Domestic and Wild Animals
Fruits, Flowers etc.

Unit VI - Cultural Components

Family Celebrations (Birthday, Christening, Wedding, etc.)
Religious Holidays (Christmas, Easter, Fiestas, etc.)
National Official Holidays (Independence Day, Filipino-American Friendship Day, National Heroes Day, etc.)

Unit VII - Others

Bayanihan
Santacruzan
Personal and Social Values (hiya, utang na loob, pakikisama, bahala na, amorpropio and tagapamagitan)

SAMPLE SCOPE AND SEQUENCE

UNIT I - Me - Ako

	Grade or Level (Grado o Antas)						
	1	2	3	4	5	6	7
Topic A - Personal Information - Mga Personal na Impormasyon							
1. Name - Pangalan							
a) first name - pangalan	X	X	X	X	X	X	X
b) last name - apelyido		X	X	X	X	X	X
c) nick name - palayaw			X	X	X	X	X
2. Age and Birthday - Edad at kaarawan							
a) age - edad	X	X	X	X	X	X	X
b) month & day - buwan at araw	X	X	X	X	X	X	X
c) month & year - buwan at taon			X	X	X	X	X
d) place of birth (city, country) - lugar ng Kapanganakan (siyudad, bayan)			X	X	X	X	X
3. Address & Telephone Number - Tirahan at Telepono							
a) street & telephone number - kalye at telepono	X	X	X	X	X	X	X
b) number, street, town, province - numero, kalye, bayan, probinsiya		X	X	X	X	X	X
c) number, street, town, province, country - numero, kalye, bayan, probinsiya, bayan			X	X	X	X	X
d) postal code - kodigo postal	X	X	X				
e) simple concept of position & distance - simpleng konsepto ng posisyon at distansiya	X	X	X	X	X	X	X
4. Family Members - Mga miyembro ng pamilya							
a) immediate: father, mother - pangalan ng tatay at nanay	X	X	X	X	X	X	X
full name - buong pangalan at apelyido							
brother, sister - kapatid na lalaki at babae			X	X	X	X	X
step-mother, step-father - tiyahin at amain							
adopted - ampon							
b) titles of respect - e.g. ate, kuya	X	X	X	X	X	X	X
c) order in family - panganay, bunso			X	X	X	X	X

	Grade or Level (Grado o Antas)						
	1	2	3	4	5	6	7
d) extended family: relatives - mga kamaganak	X	X	X	X	X	X	X
- grandfather, grandmother - lolo, lola	X	X	X	X	X	X	X
- cousins, uncles, aunts - pinsan, tiyo, tiya	X	X	X	X	X	X	X
Topic B - Physical Characteristics - Mga Katangian							
1. Main Body Parts & Senses - mga pangunahing bahagi ng katawan at limang pandama							
head - ulo	X	X	X	X	X	X	X
arms - braso	X	X	X	X	X	X	X
legs - binti	X	X	X	X	X	X	X
body - katawan	X	X	X	X	X	X	X
feet - paa	X	X	X	X	X	X	X
(teacher's discretion - ayon sa gusto ng guro)							
2. Secondary Parts - Iba pang mga bahagi ng katawan							
elbow - siko	X	X	X	X	X	X	X
eyebrow - kilay	X	X	X	X	X	X	X
fingers - mga daliri	X	X	X	X	X	X	X
3. Physical Description - mga iba pang katangiang naglalarawan	X	X	X	X	X	X	X
a) height - taas feet - talampakan inches - dali centimetre - sentimetro							
b) weight - timbang pounds - libra kilo - kilogram	X	X	X	X	X	X	X
c) physical attributes - mga iba pang salitang panlarawan	X	X	X	X	X	X	X
tall - mataas							
short - pandak							
thin - payat							
ugly - pangit							
pretty - maganda							

	Grade or Level (Grado o Antas)						
	1	2	3	4	5	6	7
Topic C - Health Habits - mga ugaling pangkalusugan							
1. Personal hygiene - kalinisan ng katawan	X	X	X	X	X	X	X
- brush, comb - brush, suklay							
- bath, shower - paliligo							
- change clothes - pagpapalit ng damit	X	X	X	X	X	X	X
2. Healthy Eating Habits - mga wastong ugali sa pagkain							
- wash hands - paghuhugas ng kamay	X	X	X	X	X	X	X
- chew food well - pagnguyang mabuti ng pagkain							
- nutritious snacks - masustansiyang meryenda							
- exercise & sleep - ehersisyo at pagtulog							
Topic D - Clothing - mga Kasuotan							
1. basic clothing for boys & girls							
- karaniwang suot ng babae at lalaki	X	X	X	X	X	X	X
- shirt, dress, scarf, boots							
- kamisadentro, bistido, bandana, alampay bota							
2. accessories - mga aksesorya	X	X	X	X	X	X	X
- jewelry, belt, etc.							
- alahas, sinturon atbpa.							
Topic E - Getting Along - Mabuting Pakikisama	X	X	X	X	X	X	X
1. sharing, cooperation - pakikihati, kooperasyon o pakikisama	X	X	X	X	X	X	X
taking turns - paghihintay ng turno	X	X	X	X	X	X	X
2. feelings - mga dam damin	X	X	X	X	X	X	X
simple emotions - mga simpleng emosyon	X	X	X	X	X	X	X
3. things I like - mga bagay na gusto ko	X	X	X	X	X	X	X
things I dislike - mga bagay na ayaw ko	X	X	X	X	X	X	X
4. tolerance, accepting differences - pagtanggap ng pagkaiba - iba, ng mga tao	X	X	X	X	X	X	X

CURRICULUM FOR GRADES 7-9

Objectives

The general goal of this level is to develop language skills in the students that will enable them to acquire awareness of universal human characteristics, participate in the exploration of human problems and understand their own as well as others' cultures.

The degree to which language is developed at this level should also aid in the retention of Philippine culture.

At these grades, the students should be able to demonstrate facility and competence in both oral and written communication at a normal speed in sentences of increasing length. They are also expected to use the different parts of speech (nouns, pronouns, verbs, adjectives, adverbs, etc.) correctly when speaking or writing complex sentences and paragraphs relating to the curriculum topics and should be able to engage in different forms of argumentation and debate suitable to their language competency.

Topics

Grade 7 - Local Community (p. 23 of this guide)

Manitoba landforms, geography and history
- industries and natural resources
- population (ethnic communities)
- multicultural and intercultural relations
- types of communities (rural versus urban)
- Philippine contribution to the Manitoba mosaic
- cultural component with an emphasis on literature, music and the arts, values, traditions, customs and family life

Grade 8 - Canada Today (p. 23 of this guide)

- Canada's physical and geographical features, climate, natural resources
- history and government (political divisions)
- population and multiculturalism
- Philippine contribution to the Canadian mosaic
- Regional studies: Prairies, Maritimes, North, etc.
- Cultural component - extension of grade 7 topics with emphasis on similarities and differences in values between Filipino and other ethnic groups in Manitoba

Grade 9 - North America and the Third World Countries (p. 23 of this guide)

Philippines
- geography, climate, land forms
- history
- the government and its participation in world affairs
- cultural component - literature, education, music, dance, theatre, belief, traditions and economics

North America and the Third World Countries
- characteristics
- comparative studies

CURRICULUM FOR GRADES 10-12

Objectives

The general goal of this level is to develop in the students language skills that will enable them to acquire awareness of universal human characteristics, participate in the exploration of human problems and understand their own and others' cultures.

The degree to which language is developed at this level should aid in the retention of culture as well.

At these grade levels, the students should be able to demonstrate facility and competence in both oral and written communication at a normal speed in sentences of increasing length and complexity. They are also expected to use the different parts of speech (nouns, pronouns, verbs, adjectives, adverbs etc.) correctly when speaking or writing and to be able to engage in argumentation and debate, at a suitable level.

Topics

The following items could be used as review/introduction to the Filipino language at the Grade 10 level, especially if students have not followed a complete sequence.

Balarila - Grammar

1. Articles
   - definite
   - indefinite

2. Common nouns

3. Common pronouns

4. Parts of a sentence
   - subject
   - verb
   - direct object
   - indirect object
   - modifiers

5. Verbs
   - tenses
     . present
     . simple past
     . simple future
     . past with auxiliary verb
   - regular verbs
   - irregular verbs

6. Adverbs
   - expression of quantity, time, place

7. Adjectives
   - types
   - accord with nouns

8. Conjunctions

9. Common prepositions

Suggested Themes For Teaching or Review

- parts of body
- food and nutrition
- nationalities
- numbers, operations
- measurements in metric
- directions
- family
- transportation
- names of buildings and businesses
- rooms and furniture
- professions/occupations
- time
- dates, days, months, seasons
- holidays
- money
- clothing
- weather
- personal items
- health
- animals (domestic, zoo)
- sports
- entertainment
- social expressions and greetings
- friends
- neighbourhood

Grammatical Sequence for Filipino 100

FOR MASTERY	FOR COMPREHENSION
1. Articles	
ang ang mga si sina	Correct usage of the four articles in oral and written forms - agreement between article and noun
2. Adjectives	
- all adjectives referring to grades 1-9 of the curriculum - correct usage of the descriptive adjective - difference between nang - ng - comparisons: mas, kaysa, pinaka, e.g. word matalino magkasing - numerical: 1/2, 1/3, kalahati, isa, dalawa, etc. 1-10	- kinds of adjectives in sentences and paragraphs - adjectival clauses and phrases (introductory level)
3. Verbs	
Helping verb "ay" Tenses Referring to grades 1-9 topics in the curriculum - construction of simple sentences Verb List Refer to 1-9 curriculum - present, past, future tense of um verbs -- mag verbs	- active and passive voice - um, mag, i verbs in other contexts
4. Adverbs	
- simple adverbs of place, such as dito, rito, doon, diyan, riyan - definite adverbs of time such as yesterday, today, tomorrow, etc. - indefinite adverb of manner such as daw and raw - may, mayroon	- indefinite adverbs of time
5. Nouns	
- taken from 1-9 curriculum - taken from support materials (content)	Common and proper nouns - number, persons, gender

FOR MASTERY	FOR COMPREHENSION
6. Pronouns	
- personal pronouns such as siya, ikaw, ako, sila, kami, tayo, kayo, kita, under various cases: nominative or objective possessive pronouns such as akin, amin, ninyo, kanila, kaniya - demonstrative pronouns: ito, iyan, iyon, iri, rito	- interrogative pronouns such as ano, sino, kanino, saan - the use of the plural form of the interrogative pronoun above - the demonstrative pronouns such as dito, dini, diyan, doon, roon
7. Prepositions	
sa, para kay, para kina etc. - positional prepositions such as on top, beside, behind, up, down e.g. sa ilalim ng - - - - sa ibabaw ng - - - - sa tabi ng - - - -	
8. Clauses	
Independent and dependent clauses are taught in conjunction with different kinds of sentence constructions	- the difference between independent and dependent clauses - the formation of complex sentences
9. Conjunctions	
such as at, nguni't, subali't, kung, marahil etc.	- uses of nang, kung, bago, upang, habang
10. Others	
Paragraph construction/content organization Mechanics - punctuation, capitalization etc. in forms, simple letters, simple resumés etc. Use of apostrophe for contraction	- uses of punctuation
11. Texts	
Teacher-made support materials	

Grammatical Sequence for Filipino 200/300

FOR MASTERY	FOR COMPREHENSION
Filipino 200	
1. Articles	
- ang, ang mga, si, sina - agreement between article and noun - correct usage of the above articles in oral and written form	
2. Adjectives	
- all adjectives referring to 1-10 of the curriculum - correct usage of descriptive adjective, both oral and written	- adjectives in paragraphs - antonyms, synonyms and homonyms
3. Verbs	
- active and passive verbs - use of um, mag, i verbs in other contexts	- active and passive voice of verbs - prefix, suffix (affixes) such as in, ipag, ipang
Verb List: 1-10 curriculum - present, past, future tense of um, mag and i verbs.	
4. Adverbs	
- simple adverbs of place, such dito, rito, doon, diyan, riyan, in both oral and written form - use of definite adverbs of time, as listed in Filipino 100 - use of indefinite adverbs of manner such as daw, raw correctly, both orally and in written form	- adverb classification - the use of adverbs ga, pa, maka, ka and ma - the use of tuwina, parati, bihira, bago, pagkatapos
5. Nouns	
- taken from curriculum - taken from support materials - increasing difficulty	

FOR MASTERY	FOR COMPREHENSION
6. Pronouns	
- use of interrogative pronouns (singular and plural) such as ano, sino, kanino, saan, both in oral and written form - use of demonstrative pronouns such as dito, dini, diyan, doon, roon	- identification and classification of pronouns - the use of interrogative pronouns (alin, ilan, magkano, gaano) - the difference between gaano, paano
7. Prepositions	
- use of positional prepositions such as sa gitna, sa likod sa harap, sa dulo, sa unahan, sa paligid - correct use of the above prepositions in written form	- prepositional phrases
8. Clauses	
- understand the difference between independent and dependent clauses and be able to use them in writing - use of complex sentences in paragraph writing	- identification of clauses as dependent or independent
9. Conjunctions	
- review at, ngunit, subalit, kung, marahil etc. - learn the use of nang, kung, bago, upang, habang	
10. Other	
- use of punctuation - writing of: application form business letter paragraph of 200 words - edit own written paragraphs	- write an announcement for - newspaper/newsletter - write an advertisement, i.e., wanted, for sale etc.
11. Texts	
- materials prepared for senior high	

Filipino 300

1. All grammar and vocabulary previously taken

2. Write short paragraphs on any particular topic from the Suggested Topics for 10-12

Write an essay of not less than 500 words

CULTURAL COMPONENT TOPICS

Family Celebrations

1. Birthday Celebrations; the special celebration of the 18th
2. Christening, Confirmation and First Communion
3. Wedding
4. Anniversaries
   a) Wedding
   b) Death
5. Wakes, Funerals
6. Family Reunion
7. House Warming or Blessing
8. Graduation
9. Parent's Day - 1st Monday in December - Mother's/Father's Day

Religious Holidays

1. Christmas
2. New Year
3. Epiphany
4. Easter
5. All Saints, All Souls Day
6. Fiestas, Festivals (Regional)

National Official Holidays

1. Independence - June 12; Canada Day - July 1
2. National Heroes Day - November 30; Remembrance Day - November 11
3. Labour Day - May 1 (Philippines); Canada - 1st Monday in September
4. Rizal Day - December 30
5. Filipino-American Friendship Day - July 4
6. Thanksgiving Day - last Thursday in November; Canada - second Monday in October
7. Election Day

Bayanihan

Other Celebrations

1. Santacruzan - May
2. Flores de Mayo - in honour of Blessed Virgin Mary

SUGGESTED APPROACHES TO THE TEACHING OF CULTURE

Culture has always been an integral part of any language program. At the senior high level, the cultural aspect of the program can be treated in a variety of ways.

Cultural asides

These are simply brief comments on Filipino culture, delivered by the teacher when a particular item of cultural information is relevant.

Deliberate cultural comparisons

These are very short descriptions (culture capsules) that discuss one aspect of culture from the points of view of the two cultures. This aspect is first described as it exists in the local culture, then as it exists in the Filipino culture. Differences are pointed out, and there is generally some type of follow-up activity that involves discussion or further research by the students.

Mini-dramas or mini-skits

In these activities students incorporate aspects of the Filipino culture (through gestures, actions, or props) as they act out selected situations.

Students can use dialogues that form part of published programs as a basis for dramatic presentations. A videotape recorder can be used to motivate students to perform and to show them the progress they are making.

Visual aids and realia

Photographs, films, filmstrips, and slides increase students' comprehension of Filipino culture. Photographs, post cards, maps, posters, and student projects may be used in bulletin-board displays in the classroom or in special displays in other parts of the school. Schools in the same area can rent films on a cooperative basis for showing at a central location. Items of realia owned by the teacher or students can be used to stimulate interest, promote discussion, and broaden understanding.

Audio aids

Records, tapes, and some modules can be used to develop listening comprehension and also to provide students with authentic examples of a wide variety of Filipino speech, music, and songs. One type of module that could be developed is the audio-motor unit: students listen to a taped set of commands in Filipino, observe the teacher perform the commanded actions, and subsequently demonstrate their comprehension by carrying out the commands themselves. These units generally contain vocabulary that transmits cultural information. Normally such a unit would require no more than ten minutes of class time.

Multi-media modules

These are usually slide-tape presentations based on one cultural topic or theme, such as festivals, sports, travel, or famous people. They may include

activities and suggestions for student projects relating to the theme and can be used to complement the reading program, to create interest in seasonal activities, and to motivate and inform students.

Newspapers and magazines

These are good sources of current information about culture and add interest and authenticity to the Filipino class. Back issues of newspapers and magazines are often excellent sources of pictures for teaching purposes, for projects and for displays.

Radio and television

Audiotaped or videotaped programs, which are excellent vehicles for developing language skills, can be used to present aspects of the Filipino culture.

Interdisciplinary activities

Through the cooperation of other departments in the school, culture-related activities can be extended beyond the Filipino classroom. With the cooperation of the physical education and music departments, instruction in folk dancing and singing can be arranged. The art department may permit students to prepare visual material and sets and props for dramatic presentations.

Cooking is another way of introducing students to Filipino culture. There are many simple recipes that can be prepared, either entirely or partly, in class. More complex dishes may require the cooperation of the family studies department or partial preparation at home.

Analysis of cultural misunderstandings

Students in junior and senior high can heighten their awareness of cultural differences through materials such as the "cultural assimilator." The culture assimilator begins with a paragraph describing a situation in which representatives of two cultures have a misunderstanding. The paragraph is followed by three or four possible explanations as to why the misunderstanding took place. All of the explanations seem plausible, but one is more plausible than others. Students choose the one that they think best explains the situation, and then turn to the answers. Both the correct answer and the reasons why the alternatives could not be correct are listed.

Community resources

Filipino members of the community or Filipino visitors can be invited to present and discuss aspects of culture with students or to lead small groups in conversation. Commercial and institutional resources should also be exploited.

Pen and tape pals

Contacts with individual students or with classes in Filipino schools are an ideal way of developing student interest in Filipino culture.

RECOMMENDED TEXTS AND SUPPORT MATERIALS

The Balarila will be used as the main textbook for the language.

Support materials that may be used are as follows:

I. Elementary Level:

Activity Book - Aklat ng mga gawain
Book of Poetry - Aklat mga tula at awit
Book of Short Stories - Aklat ng maiiking Kuwento
Clothing - Kasuotan
Cultural Components - Mga bahaging pangkal inangan
Games - Mga laro
Getting Along - Pakikisama
Health Habits
Home and Family - Ang pamilya at ang tahanan
Parts of the Body - Mga bahagi ng Katawan
The Alphabet - Abakada

II. Junior and Senior High Level:

Social Studies - Gr. 7-9 - Book I - Manitoba (History)
Social Studies - Gr. 7-9 - Book II - Manitoba (Geography)
Social Studies - Gr. 7-9 - Book III - Manitoba (Natural Resources)
Social Studies - Senior High - Canada (History and Geography)

III. Other Filipino language resources are located in the Multiculture Educational Resource Centre (MERC) of the Education Library, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3 (945-4015).